

2007 Iowa Culture and Language Conference

February 13 and 14, 2007

Pre-Conferences: February 12, 2007

Polk County Convention Complex, 501 Grand Avenue, Downtown Des Moines



Conference Strands:

**K-12
Elementary
Secondary
Administration**

**Folklife/Culture
General Interest
Teacher Quality/Education**

**Assessment
Adult, Higher Education
Newcomers (Migrant,
Refugees & Immigrants)**

Sponsored by (as of 1/2007):

Iowa Department of Education
Northwest Area Education Agency
Waterloo Public Schools
Midwest Equity Assistance Ctr
Waterloo Community Schools
Van Engelenhoven Agency, Inc.
Principal Insurance

Heartland AEA 11
Des Moines Public Schools
Southern Prairie AEA 15
Iowa Arts Council
Des Moines Marriott
MIDTESOL
Bureau of Refugee Services

Mission: The mission of the Iowa Culture and Language Conference (ICLC) is to advocate for culturally and/or linguistically diverse students and their families, educators, and service providers.

February 12, 2007: Pre-Conference Information


Special Session	1:00-2:00 pm	Administrators and TQELL	Facilitator- Stephaney Jones-Vo
This session will provide teacher educators and administrators an opportunity to have conversations about their expectations and begin to establish partnerships.			

PC 1	2:00-5:00 p.m.	Quality Teaching for English Learners (QTEL): Understanding Secondary Level English Language Learners	Dr. Ron Long, Project Director ESL Advisory Services, Warrensburg, MO
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This practical hands on three hour pre-conference workshop will introduce participants to the Quality Teaching for English Learners (QTEL) Program, a research based teacher professional development program designed by Dr. Aida Walqui and her colleagues at West Ed in California to accelerate the linguistic and academic development of all English learners (native and non-native speakers alike). After presenting an overview of the thirty hour QTEL professional development program for teachers, workshop participants will be engaged in a series of tasks that demonstrate a variety of tools used to scaffold instruction that provides high challenge along with strong support for English learners in a middle or secondary level content based classroom. Toward the end of the workshop, participants will analyze a few of the tasks and processes used during the workshop and explain how these are helpful for all learners.

Dr Ron Long earned his M.A. (1967) and Ph.D. (1971) in Linguistics and Applied Linguistics from Indiana University in Bloomington, IN. After completing his graduate work, Dr Long has continued to learn from his students and colleagues in Uganda, Texas, California, Missouri and greater Mid-West. In August of 2006, Dr Long became Professor Emeritus of English/Teaching English as a Second Language after thirty-one years of teaching at Central Missouri State University (recently renamed the University of Central Missouri). During his time at Central, Dr Long was instrumental in the creation and growth of the MA-TESL program at Central as well as an advocate for the use of technology in teaching and learning on the Central campus. During his career, Dr. Long also served his profession in a variety of roles in MIDTESOL (Mid-America Teachers of English to Speakers of Other Languages including: Newsletter Editor, Member at Large for MO, Vice President and President. In the summer of 2004, Dr Long completed the Quality Teaching for English Learners (QTEL): Building the Base Institute and in the summer of 2006 he completed the QTEL Science Institute. In August of 2006, after more than two years of study and collaboration with Dr Aida Walqui, Director of Teacher Professional Development at West Ed in San Francisco, Dr Long was certified as a presenter for the QTEL Building the Base I Institute developed by West Ed. Dr. Long has planned an active retirement in which he will continue providing professional development support for all teachers and learners.



PC 2	2:00- 5:00 p.m.	From the Classroom to the Test: Supporting ELL Learning and Achievement	Dr. Janna Fox, Director, Language Assessment and Testing Research Unit, Faculty Associate, Educational Development Centre, Assistant Professor, School of Linguistics and Applied Language Studies
<p>This workshop will ask participants to examine the relationship between assessment purposes and assessment methods that are used in classrooms to support language learning and achievement. In the first part of the workshop, participants will be asked to examine their own experience (or their observations of other teachers, if they are pre-service teachers) in the design of effective assessment methods at the classroom level and to reflect on the relationship between these methods and what is learned. In the second part of the workshop, some findings from a study comparing the accounts of a high-stakes test of literacy by English Language Learners and their English-speaking counterparts will be presented. Participants will examine the accounts in relation to what makes a high-stakes test ELL-friendly and fair, and discuss strategic classroom activity that can support learning and achievement.</p>			
<p>Janna Fox, Ph.D. (McGill University), M.A. (Carleton University) is currently a professor within the School of Linguistics and Applied Language Studies at Carleton University where she teaches courses in language curriculum, language testing, and research methodologies in Applied Language Studies. Her experience in second and foreign language settings includes system-wide educational reform involving curriculum development, teacher preparation and development; language policy, language testing and program evaluation.</p>			

PC 3	2:00- 5:00 p.m.	Small Numbers- Big Challenges: Programs for Low Incidence LEP Populations	Roger Rosenthal, Executive Director of Migrant Legal Action Program/ Lynore Carnuccio, Consultant Oklahoma City Public Schools
<p>As the number of culturally and linguistically diverse students nationwide increase, it is becoming common to find small numbers of ELL in small and medium sized school districts with little or no history of diversity. This interactive institute addresses the issues critical to designing effective programs in these low-incidence situations including legal obligations, cultural sensitivity, program selection/implementation, standards/assessment, staffing/professional development, accommodating special needs students, and funding/resources.</p>			
		<p>Mr. Roger Rosenthal is the Executive Director of the Migrant Legal Action Program, a non-profit and support center in Washington D.C. A graduate of Yale University and Georgetown University Law Center, Mr. Rosenthal has been involved in education advocacy with a special focus on the Title I migrant education programs, the rights of immigrant children in the public schools, and bilingual education.</p>	<p>Ms. Lynore Carnuccio consults, advises and contributes to the new Oklahoma City Public Schools Policy and Procedures for delivery of services to linguistically and culturally diverse learners being developed. She has acted as liaison between University of Oklahoma and Oklahoma City Public School teachers enrolled in Title VII teacher training program. Her special skills include: developing standards-based curriculum for elementary, secondary, adult and workplace English as a Second Language (ESL) programs, program design for Low Incidence ESL programs, Title III (formerly Title VII) Grant Development and Evaluation, and providing professional development for ESL and</p>

	content area teachers working with limited English proficient (LEP) and migrant students. Ms. Carnuccio is currently an education consultant working with low incidence school districts on program development, standards, assessment, curriculum, multiculturalism, equity, and teacher training.
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Keynoters and Featured Presenters

Lily Wong Fillmore

Language for Learning: Academic Language Development

In this presentation, Dr. Fillmore will lay out an argument for the crucial role educators play in the development of the language skills that are foundational to school success. What is academic language, how is it acquired, and what kind of instructional support do all students need? Can English learners be expected to acquire those language skills too? She will argue that it is more crucial now than ever, given the additional pressures that NCLB places on schools and teachers that we examine the role of language in learning and testing.



Lily Wong Fillmore is a linguist and an educator. Much of her research, teaching and writing have focused on issues related to the education of language minority students: on social and cognitive processes in language learning, on cultural differences in language learning behavior, on sources of variation in learning, and on primary language retention and loss. Over the past 35 years, she has conducted studies of second language learners in school settings on Latino, Asian, American Indian and Eskimo children. She was recognized for her work on behalf of Spanish-speaking children in the United States by the government of Spain. She has conducted research in Yupik villages along the lower Yukon River in Alaska recently, and directed a UC Berkeley doctoral program for American Indian leaders in several pueblos in New Mexico.

Lynda Franco, President, Olé Education

One of Iowa's favorite presenters, will focus on adult ELL needs, particularly at the Community College level. How do we help with literacy, especially when students come with limited or no literacy skills in their first language? How do we design an effective program that supports ELLs through non-credit and credit programs? What are other Community Colleges across the country doing to offer quality ELL programs?



Lynda Franco has been an educator for the past 26 years. During that time she has taught all grades pre-K through grade 12, content-based, sheltered ESOL vocational classes, undergraduate courses, and graduate courses both in the United States and abroad. Lynda has been an administrator of programs and a bilingual teacher/trainer for 17 years, now leads seminars for university faculty across the nation, and is a published author of teacher training materials, classroom materials, and children's books. Presently, Lynda is president of Olé Education, a group of education reform specialists focusing on the needs of diverse learners.

Kathleen Olson

Kathleen Olson has been teaching and training in ESL for 20 years. She has taught all ages and all levels of ESL including private tutoring, intensive English programs, adult education, and university classes. She has presented extensively both nationally and internationally on a wide variety of topics. She retired last year as the state trainer for adult ESOL teachers in Ohio so she could devote more time to writing. Her first book, *Something to Talk About*, an ESL conversation book, was published by the University of Michigan Press in 2002. She is currently completing a three book integrated skills series for low-level readers. She has expertise in the areas of developing vocabulary and reading skills, using music in the classroom, using authentic materials and working with multilevel classes. Her articles have appeared in *ESL Magazine* and other publications.



Mark Wagler

Local Classrooms: Bicultural Students at Home with Place-based Learning

In too many schools, multicultural education has become a cliché, a curriculum of famous people, food, and folktales of far-away or long-ago, but with little room for the everyday home lives of students and the ordinary world of local neighborhoods. In such environments, students often hear good ideas about respecting others, and encounter kind teachers who make every effort to protect diverse students from name-calling. But a kid who comes to such classrooms speaking English as a second language and from a home with very different values and expressions knows the only way to be emotionally safe at school is to appear totally adapted to the mainstream culture. Mark Wagler, who grew up speaking a German dialect in his Amish-Mennonite farm family, experienced intense fear when he transferred from a parochial to a public school. In this session he will tell stories about teaching in Madison, Wisconsin, where he regularly identified with the outsiders in his class and attempted to create a classroom where ESL students felt absolutely at home. Students encountered a curriculum where every family's culture was studied through rigorous homework assignments and regular classroom presentations. Here being bicultural was not a hindrance for ESL students but a goal for all students. When the class moved beyond these family studies to fieldtrips into their local communities, they discovered that everyone has diverse cultural expressions. In local places--classrooms and neighborhoods--all students can discover the deep dynamics of culture, where everyone is at once different and the same, and everyone deserves to be at home.



Mark Wagler is a Game Producer at the Local Games Lab at the University of Wisconsin, where he is project manager for an augmented reality games project in collaboration with MIT and Harvard University. He studied cultural history in graduate school at Universität Bern in Switzerland, the history of science and Renaissance/Reformation at the University of Chicago, and received an M.A. in theatre at the University of Wisconsin. A fulltime storyteller, folklorist, and consultant from 1979 to 1987, Wagler performed at theatres, festivals, universities, and other venues; told stories and taught storytelling workshops in more than 700 schools

and other educational settings; and directed two year-long teacher-training programs with the University of Wisconsin-Madison on storytelling in the language arts and social studies. More recently Wagler has been a fourth and fifth grade teacher at Randall School in Madison, Wisconsin, where he used narrative processes to structure his entire curriculum. As a co-founder of the Heron Network, the Heron Institute, and Great Blue: A Journal of Student Inquiry, he helped provide training and organize collaboration among teachers who emphasize equity, inquiry, local study, and networking in their classrooms. He has published numerous educational articles and chapters, written the *Teacher's Guide to Local Culture* and the *Kids' Field Guide to Local Culture* (with Ruth Olson and Anne Pryor), taught hundreds of teacher workshops, given keynote addresses for groups such as the Wisconsin State Reading Association and the Colorado Media Association, and conducted long term educational projects with many organizations including the Wisconsin Historical Society Museum.

Janet Zadina, Assistant Professor, Tulane University School of Medicine

Using Brain Research to Energize and Enhance Language Instruction

This lively presentation, peppered with humor, music, and audience participation, engages and empowers educators by providing them with a basic understanding of learning processes in the brain. Through Power Point illustrations, a simulation, and interactions, this exciting new information is presented in an understandable and entertaining style. Attendees will look inside the brain, acquire a new understanding of the nature of learning, learn principles for instruction based on brain research, and acquire strategies for addressing learning differences in the classroom and for energizing language instruction. Participants will leave this session energized and excited about trying these new approaches!



Dr. Janet Zadina is an experienced high school and community college instructor and reading specialist now engaged in neuroscience research. She received her doctorate in the College of Education at the University of New Orleans, conducting her award-winning dissertation research on the neuroanatomy of dyslexia through collaboration with Tulane University School of Medicine. She is currently a Post-Doctoral Fellow in Cognitive Neuroscience in the Department of Psychiatry and Neurology at Tulane, where she is researching neuroanatomical risk factors for developmental language disorders through MRI brain scans. She is also working on research projects at VA Hospital on post-traumatic stress disorder. Dr. Zadina is co-author of *Writing Now*, a college developmental composition textbook. She has presented keynotes and workshops on brain research and instruction for numerous regional and national conferences, as well as for faculty development workshops.

Martha Newton

Turning Rhetoric Into Reality: Strengthening Services to Refugees

Martha Newton, Director of the Office of Refugee Resettlement, Administration of Children and Families, Department of Health and Human Services, will address how the Office of Refugee Resettlement is working with federal, state and local agencies to maximize services and strengthen the integration of refugees into our communities and share positive examples of how refugees are contributing to our society.



Martha E. Newton was appointed as the Director of the Office of Refugee Resettlement on February 27, 2006.

In this capacity she directs all assistance that supports refugee resettlement, victims of trafficking and unaccompanied alien children within the United States Department of Health and Human Services (HHS). Prior to her appointment at HHS, Ms. Newton was the Deputy Under Secretary for International Affairs at the United States Department of Labor. Appointed to this position in May, 2005, she led the formulation of international economic, trade and labor policies on behalf of the United States Department of Labor. Ms. Newton brings a wealth of experience to the Office of Refugee Resettlement, with special expertise in areas of human trafficking, forced labor and violent crime victimization. Ms. Newton is a graduate of Western Kentucky University, where she received both her Bachelor and Master of Arts in 1989 and 1991 respectively. Ms. Newton lives in Oakton, Virginia with her husband, Paul and their five year old son, Heath.

Reception Presentation

Norma Rosales-Heilmann, Culturas Unidas del Mundo

Norma is the creator of Culturas Unidas del Mundo, a dance group that focuses on bringing the audience an understanding about the many forms of dances and rituals that the Mexican culture and its history entails. Culturas Unidas del Mundo intends to communicate the art of dances that express emotions that tell a story. She will present INDIGENOUS DANCES, generally religious in nature, performed in ritual and community settings, Mestizo dances that reflect European influences in either steps, theme, instrumentation, costuming or a combination of above; MESTIZO DANCES are generally religious in nature, and REGIONAL DANCES, primarily social in origin and manifestation, presented in community and theatrical performances. The indigenous dances are an expressive artistic manifestation that release a sentiment of the pre-Hispanic peoples who wish to express their rites, customs, and traditions, and are a true demonstration of spiritual values of these ethnic groups. The AZTEC DANCE is a performance that was originally perform as a tribute to the Gods prior to the Colonization. THE COLCHERO DANCE is a form of the AZTEC DANCE, however, it is a dance that was performed after the colonization with the Mestizo influences (under the Spaniard's influence). REGIONAL DANCES are generally based on the different regions of the country. Her goal is to demonstrate some of the least performed dances such as Veracruz dances among others. Without trying to minimize the most popular dances, Norma will show the audience that the Mexican dances are not only big sombreros and skirts, but that the Folkloric dances have a vast variety of other styles and costumes.



Banquet Presentation

Tou Ger Xiong, Diversity Consultant, Comedian, Storyteller, Rap Artist, and Actor

Teaching Culture Through Laughter, is a one-man show that combines humor, folklore, movement, and rap music into a high-energy performance that educates about cultural diversity. As a Hmong storyteller, comedian, and rap artist, Tou Ger Xiong will take you on a journey of his life from the jungles of Laos, to the refugee camps of Thailand, and to the public housing projects of America. His stories are touching and will leave you reflecting about your own beliefs and actions regarding cultural diversity long after the show is over. It's one cultural experience not to be missed. Its' message is "*As much as we are different we are alike.*"



Tou Ger Xiong (TOO-JUR-SHONG) was born in Laos in 1973. Since Xiong's father served with the CIA, his family had to flee Laos after the communist takeover in 1975. Xiong's family escaped across the border and sought refuge in a Thai refugee camp. After four years in the camp, Xiong's family immigrated to the United States as refugees of war. Xiong's childhood in America began in the public housing projects of St. Paul. In 1992, Xiong graduated valedictorian from Humboldt High School. He went on to receive a degree in political science from Carleton College in Northfield, Minnesota. In 1996, Xiong created *Project Respectism*, an educational service project that uses comedy, storytelling, and rap music to bridge cultures and generations. Since then, *Project Respectism* has evolved into a program that provides cultural entertainment and education for people of all professions and backgrounds. Xiong has taken his message about respect to 44 states in the past nine years. He has given over 1,500 presentations nationwide to audiences of all ages and ethnic backgrounds, sometimes reaching as many as 10,000 people in a week.

Xiong's work as a Hmong artist and activist has been featured on national television, radio, and newspaper. He has been quoted as "one of the most influential Hmong in America today". A documentary/rap video of Xiong's project titled, "*Hmong Means Free*," is currently airing on public television. Xiong also starred in "*Portraits From the Cloth*," the first television movie about a Hmong family's journey from war. Recently, he received the National Alumni Hall of Fame Award from the United Neighborhood Centers of America and the Pride of St. Paul's Spurgeon Award for his accomplishments. Professionals refer to him as the first Hmong comedian, bilingual storyteller, and consultant on multicultural issues. Young people know him as the Hmong version of Chris Rock, Jim Carey, and Snoop Doggy Dogg. All stir-fried into one.